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BIRCH STEWART KOLASCH & BIRCH
PO BOX 747
FALLS CHURCH, VA 22040-0747

EXAMINER
ALBERTALLI, BRIAN LOUIS

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Please find below and/or attached an Office communication concerning this application or proceeding.

PTO-90C (Rev. 10/03)

	Application No.	Applicant(s)
Office Action Summary	10/005,813	WEN ET AL.
	Examiner	Art Unit	
	Brian L. Albertalli	2626	

-- The MAILING DATE of this communication appears on the cover sheet with the correspondence address --

Period for Reply

A SHORTENED STATUTORY PERIOD FOR REPLY IS SET TO EXPIRE <u>3</u> MONTH(S) OR THIRTY (30) DAYS, WHICHEVER IS LONGER, FROM THE MAILING DATE OF THIS COMMUNICATION.

- Extensions of time may be available under the provisions of 37 CFR 1.136(a). In no event, however, may a reply be timely filed after SIX (6) MONTHS from the mailing date of this communication.
- If NO period for reply is specified above, the maximum statutory period will apply and will expire SIX (6) MONTHS from the mailing date of this communication.
- Failure to reply within the set or extended period for reply will, by statute, cause the application to become ABANDONED (35 U.S.C. § 133). Any reply received by the Office later than three months after the mailing date of this communication, even if timely filed, may reduce any earned patent term adjustment. See 37 CFR 1.704(b).

Status

1) ☒ Responsive to communication(s) filed on <u>22 February 2006</u>.
2a) ☒ This action is **FINAL**.   2b) ☐ This action is non-final.
3) ☐ Since this application is in condition for allowance except for formal matters, prosecution as to the merits is closed in accordance with the practice under *Ex parte Quayle*, 1935 C.D. 11, 453 O.G. 213.

Disposition of Claims

4) ☒ Claim(s) <u>1-17</u> is/are pending in the application.

    4a) Of the above claim(s) _____ is/are withdrawn from consideration.

5) ☐ Claim(s) _____ is/are allowed.
6) ☒ Claim(s) <u>1-17</u> is/are rejected.
7) ☐ Claim(s) _____ is/are objected to.
8) ☐ Claim(s) _____ are subject to restriction and/or election requirement.

Application Papers

9) ☐ The specification is objected to by the Examiner.
10) ☐ The drawing(s) filed on _____ is/are: a) ☐ accepted or b) ☐ objected to by the Examiner.

    Applicant may not request that any objection to the drawing(s) be held in abeyance. See 37 CFR 1.85(a).

    Replacement drawing sheet(s) including the correction is required if the drawing(s) is objected to. See 37 CFR 1.121(d).

11) ☐ The oath or declaration is objected to by the Examiner. Note the attached Office Action or form PTO-152.

Priority under 35 U.S.C. § 119

12) ☐ Acknowledgment is made of a claim for foreign priority under 35 U.S.C. § 119(a)-(d) or (f).

    a) ☐ All   b) ☐ Some * c) ☐ None of:

      1. ☐ Certified copies of the priority documents have been received.

      2. ☐ Certified copies of the priority documents have been received in Application No. _____.

      3. ☐ Copies of the certified copies of the priority documents have been received in this National Stage application from the International Bureau (PCT Rule 17.2(a)).

    * See the attached detailed Office action for a list of the certified copies not received.

Attachment(s)

1) ☐ Notice of References Cited (PTO-892)
2) ☐ Notice of Draftsperson's Patent Drawing Review (PTO-948)
3) ☐ Information Disclosure Statement(s) (PTO-1449 or PTO/SB/08) Paper No(s)/Mail Date _____.

4) ☐ Interview Summary (PTO-413) Paper No(s)/Mail. Date. _____.
5) ☐ Notice of Informal Patent Application (PTO-152)
6) ☐ Other: _____.

DETAILED ACTION

Response to Amendment

1.   The amendments to the claims have been entered. Claims 1, 2, 15, and 16 are currently amended.

Response to Arguments

2.   Applicant's arguments filed February 22, 2006 have been fully considered but they are not persuasive.

With regard to the Applicant's arguments that Guinan "does not teach the concept of learning verb tenses by changing the time by the user" and that in the Applicant's invention, "the system is specifically designed to teach verb tense arrangements to the student", (see page 9, 1st and 2nd paragraph of Applicant's arguments) these arguments amount to a general allegation that the claims define a patentable invention without specifically pointing out how the language of the claims patentably distinguishes them from the references.

Furthermore, while independent claims 1, 2, 13, 15, and 16 recite the methods/systems applied are for *multimedia-aided verb tense teaching,* the recitation has not been given patentable weight because the recitation occurs in the preamble. A preamble is generally not accorded any patentable weight where it merely recites the purpose of a process or the intended use of a structure, and where the body of the claim does not depend on the preamble for completeness but, instead, the process steps or structural limitations are able to stand alone. See *In re Hirao,* 535 F.2d 67, 190

USPQ 15 (CCPA 1976) and *Kropa v. Robie*, 187 F.2d 150, 152, 88 USPQ 478, 481

(CCPA 1951).

Regarding the argument that Guinan does not disclose "a knowledge database

for storing verb tense related multimedia data" (see page 9, 3rd paragraph of Applicant's

arguments), Guinan discloses a resources database (Fig. 11, 66) that contains graphic

resource files, voice resource files and lesson data files (i.e. *multimedia data*) that is

verb tense related (such as the verb tense data of Fig. 10). Thus, Guinan discloses a

knowledge database for storing verb tense related multimedia data, as required by

claims 1 and 2.

Regarding the argument that Guinan does not disclose "a grammar rule data

base which stores verb tense data and tense codes" (see page 9, 3rd paragraph of

Applicant's arguments), Guinan discloses lesson data (Fig. 11, lesson data files) that

includes lessons about verb tense (i.e. *verb tense data,* column 6, lines 26-36 and lines

52-59). Furthermore, the lesson data includes identifiers for the verb tense data in the

form of filenames (i.e. *tense codes*).

Regarding the argument that Guinan does not disclose "an animation database

including an animation code list and verb tense animation database" (see page 9, 3rd

paragraph of Applicant's arguments), Guinan discloses graphic resource files (Fig. 11)

that includes graphic resources related to verb tense (i.e. *verb tense animation*

database, column 6, lines 26-36 and lines 52-59). Furthermore, the graphics resource

files includes identifiers for the verb tense graphic resources files in the form of

filenames (i.e. *animation code list*).

Regarding the argument that Guinan does not disclose an animation

correspondence table (see page 9, 3rd paragraph of Applicant's arguments), Guinan

discloses the graphic resources are linked to the lesson data files (Fig. 11).

Furthermore, in Fig. 10, the textual lesson data is displayed with the corresponding

graphic file (column 5, line 63 to column 6, line 8). This then, is equivalent to the

claimed *animation correspondence table*.

Regarding the argument that Guinan does not disclose a time unit, this has been

previously admitted by the examiner (see previous rejection), thus the argument is

considered moot.

Regarding the Applicant's arguments that the teachings of Ligozat et al. "are

basically in the abstract" and do not disclose specific features of the Applicant's claimed

invention (see pages 9 and 10 of Applicant's arguments), Ligozat et al. make clear that

the proposed teaching system is implemented by a computer system (see, for example,

section 2, Description of the System). Therefore, one of ordinary skill in the art at the

time of invention would clearly understand that the implementation of the time

representation correspond to verb tense data disclosed by Ligozat et al. would include a

"time unit" in a system type implementation. The Applicant is respectfully reminded that

a reference may be relied upon for all that it would have reasonably suggested to one

having ordinary skill the art (see MPEP 2123).

Regarding the argument that there is no motivation to combine Guinan and

Ligozat et al. (see page 10 1st full paragraph of Applicant's arguments), as noted above,

one of ordinary skill in the art at the time of invention would clearly understand that the

implementation of the time representation corresponding to verb tense data disclosed

by Ligozat et al. would include a "time unit" in a system type implementation.

Furthermore, one of ordinary skill in the art of language teaching would be motivated to

look to any improvements that would aid in the teaching of language. Guinan discloses

a language teaching system that teaches verb tenses (Fig. 10 and column 5, line 63 to

column 6, line 35). Ligozat et al. disclose a system for teaching verb tense that includes

a time unit and processing unit that allows a user to input a time related command to

generate a corresponding verb tense (page 478, section 5, 1st paragraph and page 479,

section 5.2). Furthermore, Ligozat et al. disclose this arrangement provides the distinct

advantage of visualizing time as it relates to tense, which allows the user to associate

tenses with concrete actions (page 478, section 4.1, 1st paragraph and page 481,

section 7). Therefore, one of ordinary skill in the art at the time of invention would

recognize that it would be advantageous to modify the system disclosed by Guinan by

incorporate the time related command input to generate a corresponding verb tense as

disclosed by Ligozat et al.

Therefore, the rejection of claim 1 is maintained.

The Applicant's arguments regarding claims 2-12 rely on the arguments for claim 1, which as described above, are not persuasive. Therefore, the rejections of claims 2-12 are maintained.

The applicant's arguments regarding 13-17 seem rely on the arguments for claim 1, which as described above, are not persuasive. However, the language of claims 13-17 is distinct from claim 1, therefore the Applicant's arguments appear to amount to a general allegation that the claims define a patentable invention without specifically pointing out how the language of the claims patentably distinguishes them from the references.

In either case, the rejections of claims 13-17 are maintained for the reasons given above.

Regarding the use of Official Notice used in the rejection of claim 10 and 16, the Applicant has not expressly requested a showing that the well known in the art statement is common knowledge in the art. Therefore, the well-known in the art statement is taken to be admitted prior art (see MPEP 2144.03).

Claim Rejections - 35 USC § 103

3.   The following is a quotation of 35 U.S.C. 103(a) which forms the basis for all obviousness rejections set forth in this Office action:

> (a) A patent may not be obtained though the invention is not identically disclosed or described as set forth in section 102 of this title, if the differences between the subject matter sought to be patented and the prior art are such that the subject matter as a whole would have been obvious at the time the

invention was made to a person having ordinary skill in the art to which said subject matter pertains.
Patentability shall not be negatived by the manner in which the invention was made.

4.   Claims 1, 7-9, 11-15, and 17 are rejected under 35 U.S.C. 103(a) as being

unpatentable over Guinan (U.S. Patent 6,022,222), in view of Ligozat et al. (*How to*

Visualize Time, Tense, and Aspect?).

In regard to claim 1, Guinan discloses a multimedia-aided verb tense teaching

system applied in a computer executable hardware platform (workstation, Fig. 25),

which comprises:

a language knowledge database for storing verb tense-related multimedia data

(Fig. 11, resources 66), including:

a grammar rule database which stores verb tense data and tense codes (lesson

data, column 6, lines 52-59; lessons include lessons about verb tense lessons, see Fig.

10, column 6, lines 26-36);

an animation database which stores animation data and animation codes

(graphic resource files, column 6, lines 52-59) wherein the animation database includes

an animation code list (the graphics resource files includes identifiers for the verb tense

graphic resources files in the form of filenames) and verb tense database (graphic

resource files that include graphic resources related to verb tense, column 6, lines 26-

36 and lines 52-59), the verb tense animation database at least stores multimedia data

corresponding to all verb tenses, including simple present tense data (Fig. 10, 56,

column 6, lines 14-16), simple future tense data (58, column 6, lines 17-18), future

progressive tense data (future continuous 60, column 6, lines 23-26), present

progressive tense data (present continuous 60, column 6, lines 23-26), present perfect

tense data (59 present perfect, column 6, lines 20-23), and simple past tense data (57, column 6, lines 16-17); and

an animation correspondence table, which stores correspondences between entries in the grammar rule database and entries in the animation database (see Fig. 11, graphic resources are linked to the lesson data files, furthermore, in Fig. 10, the textual lesson data is displayed with the corresponding graphic file, see column 5, line 63 to column 6, line 8);

Guinan further discloses that verb tenses are related to time (each verb's conjugation is based on the time, e.g. past, present, future, etc., column 6, lines 9-19; and displaying different animations corresponding to the different times/tenses aids the user in learning verb tenses, column 5, line 63 to column 6, line 1).

Guinan does not disclose:

a time unit for storing correspondences between verb tense data in the language knowledge database and time; and

a processing unit, which receives a time-related command from a user and, according to the processing result from the time unit, reads and plays the corresponding verb data and multimedia data.

Ligozat et al. disclose a system for teaching verb tenses utilizing the notion of relating tenses to time (page 477, section 3, 3rd paragraph), comprising:

a time unit for storing correspondences between verb tense data in the language knowledge database and time (set of elements for translating time related icons into tense, page 478, section 5, 1st paragraph); and

a processing unit, which receives a time-related command from a user and, according to the processing result from the time unit, reads and plays the corresponding verb data (the user manipulates the representation of time to represent the temporal structure of a given situation, and the corresponding verb tense is generated, page 479, section 5.2).

It would have been obvious to one of ordinary skill in the art at the time of invention to modify Guinan to allow the user to input a time-related command and generate the corresponding verb multimedia data to teach verb tenses, because students generally have difficultly learning tenses, especially when learning a new language for which there is no equivalent tense in their native language, and visualizing time as it relates to tense allows the user to associate tenses with concrete actions, as taught by Ligozat et al. (page 478, section 4.1, 1st paragraph and page 481, section 7). Furthermore, modifying Guinan to read and play verb data corresponding to a time-related command from a user would necessarily also cause Guinan to read and play multimedia data, since the verb data in Guinan is related to multimedia data and verb data is played with multimedia data (as in Fig. 10, see column 5, line 63 to column 6, line 8).

In regard to claim 7, Guinan discloses the animation database further comprises:

a tense animation database, which stores a plurality of tense animation data (Fig. 11, graphic resources files, column 6, lines 52-59); and

an animation code list, which stores codes corresponding to the tense animation

data (Fig. 11, the actual file names of the graphic resource files, e.g. he.bmp, she.bmp,

etc.).

In regard to claim 8, Guinan discloses the tense animation data include simple

present tense animation data (Fig. 10, 56, column 6, lines 14-16), simple future tense

animation data (58, column 6, lines 17-18), future progressive tense animation data

(future continuous 60, column 6, lines 23-26), present progressive tense animation data

(present continuous 60, column 6, lines 23-26), present perfect tense animation data

(59 present perfect, column 6, lines 20-23), and simple past tense animation data (57,

column 6, lines 16-17).

In regard to claim 9, Guinan disclose the codes stored in the animation code list

(the names of the graphic files) are used for the animation correspondence table to

establish correspondences (the graphic resources are stored as standard variables to

be called by the executable, executables use the file name to access the graphic data

contained in the file, column 6, lines 52-67).

In regard to claim 11, Guinan disclose the user directly connects to the system

(Fig. 25, on computer 66, column 4, lines 30-34).

In regard to claim 12, Guinan disclose the verb tense-related multimedia data
stored in the language knowledge database includes sounds (Fig. 11, voice resource
files), pictures (graphic resource files), and texts (lesson data, column 6, lines 52-59).

In regard to claim 13, Guinan disclose a multi-media verb tense teaching method
applied in a computer executable hardware platform, which comprises the steps off:

reading multimedia related to verb tenses (from resource files 66, column 6, lines
52-59); and

playing the multimedia data (tense is represented through icons and voice
output, column 5, lines 48-53 and column 5, line 63 to column 6, line 25).

Guinan further discloses that verb tenses are related to time (each verb's
conjugation is based on the time, e.g. past, present, future, etc., column 6, lines 9-19;
and displaying different animations corresponding to the different times/tenses aids the
user in learning verb tenses, column 5, line 63 to column 6, line 1).

Guinan does not disclose accepting time related commands to retrieve tense
multimedia data corresponding to the time command input from a user.

Ligozat et al. disclose a system for teaching verb tenses utilizing the notion of
relating tenses to time (page 477, section 3, 3rd paragraph), comprising:

establishing relations between verb tense-related data and a time unit
(translations of time representational icons to tense related data, page 478, section 5,
1st paragraph);

receiving a command input from a user (user positions icon on time axis relative

to the point of speech, page 479, section 5.2, 1st paragraph);

determining time corresponding to the command (generate corresponding tense,

page 479, section 5.2, 2nd paragraph); and

playing the verb tense data (the tense that is generated is displayed for the user,

see Fig. 8).

It would have been obvious to one of ordinary skill in the art at the time of

invention to modify Guinan to establish relations between verb-tense related multimedia

data and a time unit in order to allow the user to input a time-related command and

generate the corresponding verb multimedia data to teach verb tenses, because

students generally have difficultly learning tenses, especially when learning a new

language for which there is no equivalent tense in their native language, and visualizing

time as it relates to tense allows the user to associate tenses with concrete actions, as

taught by Ligozat et al. (page 478, section 4.1, 1st paragraph and page 481, section 7).

Furthermore, modifying Guinan to read and play verb data corresponding to a time-

related command from a user would necessarily also cause Guinan to read and play

multimedia data, since the verb data in Guinan is related to multimedia data and verb

data is played with multimedia data (as in Fig. 10, see column 5, line 63 to column 6,

line 8).

In regard to claim 14, Guinan disclose the verb tense-related multimedia data

stored in the language knowledge database includes sounds (Fig. 11, voice resource

files), pictures (graphic resource files), and texts (lesson data, column 6, lines 52-59).

In regard to claim 15, Guinan disclose a multi-media verb tense teaching method

applied in a computer executable hardware platform, which comprises the steps off:

reading multimedia related to verb tenses (from resource files 66, column 6, lines

52-59); and

playing the multimedia data (tense is represented through icons and voice

output, column 5, lines 48-53 and column 5, line 63 to column 6, line 25).

Guinan further discloses that verb tenses are related to time (each verb's

conjugation is based on the time, e.g. past, present, future, etc., column 6, lines 9-19;

and displaying different animations corresponding to the different times/tenses aids the

user in learning verb tenses, column 5, line 63 to column 6, line 1).

Guinan does not disclose accepting time related commands to retrieve tense

multimedia data corresponding to the time command input from a user.

Ligozat et al. disclose a system for teaching verb tenses utilizing the notion of

relating tenses to time (page 477, section 3, 3rd paragraph), comprising:

establishing relations between verb tense-related data and a time unit

(translations of time representational icons to tense related data, page 478, section 5,

1st paragraph);

receiving a command input from a user (user positions icon on time axis relative

to the point of speech, page 479, section 5.2, 1st paragraph);

determining time corresponding to the command (generate corresponding tense,

page 479, section 5.2, 2nd paragraph); and

playing the verb tense data (the tense that is generated is displayed for the user,

see Fig. 8).

It would have been obvious to one of ordinary skill in the art at the time of

invention to modify Guinan to establish relations between verb-tense related multimedia

data and a time unit in order to allow the user to input a time-related command and

generate the corresponding verb multimedia data to teach verb tenses, because

students generally have difficultly learning tenses, especially when learning a new

language for which there is no equivalent tense in their native language, and visualizing

time as it relates to tense allows the user to associate tenses with concrete actions, as

taught by Ligozat et al. (page 478, section 4.1, 1st paragraph and page 481, section 7).

Furthermore, modifying Guinan to read and play verb data corresponding to a time-

related command from a user would necessarily also cause Guinan to read and play

multimedia data, since the verb data in Guinan is related to multimedia data and verb

data is played with multimedia data (as in Fig. 10, see column 5, line 63 to column 6,

line 8).

Guinan does not disclose the command is a correction the user does to the time

unit.

Ligozat et al. disclose allowing the user to correct a time unit (see Fig. 8, an

original time command produces the sentence in 8(a); then the user can add the

adverbial "last year" as a marker of reference through the time axis representation to

generate the sentence in 8(b), page 479,section 5.2, 2nd paragraph to page 480, 1st

column, 1st paragraph).

It would have been obvious to one of ordinary skill in the art at the time of

invention to allow the user to correct the time unit, so the user could understand how a

change in time related point of speech affects the tense of a given sentence.

In regard to claim 17, Guinan disclose the user directly connects to the system

(Fig. 25, on computer 66, column 4, lines 30-34).

5.   Claims 2-6 are rejected under 35 U.S.C. 103(a) as being unpatentable over

Guinan, in view of Ligozat et al., and further in view of Hemphill et al. (U.S. Patent

5,218,537).

In regard to claim 2, Guinan discloses a multimedia-aided verb tense teaching

system applied in a computer executable hardware platform (workstation, Fig. 25),

which comprises:

a language knowledge database for storing verb tense-related multimedia data

(Fig. 11, resources 66), including:

a grammar rule database which stores verb tense data and tense codes (lesson data, column 6, lines 52-59; lessons include lessons about verb tense lessons, see Fig. 10, column 6, lines 26-36) wherein the grammar rule database further comprises:

a tense database, which stores a plurality of tense data (lesson data, column 6, lines 52-59; lessons include lessons about verb tense lessons, see Fig. 10, column 6, lines 26-36); and

a tense code list, which stores codes of the tense data (Fig. 11, the actual file names of the lesson data, lesson01.dat, lesson02.dat, etc.);

an animation database which stores animation data and animation codes (graphic resource files, column 6, lines 52-59) wherein the animation database includes an animation code list (the graphics resource files includes identifiers for the verb tense graphic resources files in the form of filenames) and verb tense database (graphic resource files that include graphic resources related to verb tense, column 6, lines 26-36 and lines 52-59), the verb tense animation database at least stores multimedia data corresponding to all verb tenses, including simple present tense data (Fig. 10, 56, column 6, lines 14-16), simple future tense data (58, column 6, lines 17-18), future progressive tense data (future continuous 60, column 6, lines 23-26), present progressive tense data (present continuous 60, column 6, lines 23-26), present perfect tense data (59 present perfect, column 6, lines 20-23), and simple past tense data (57, column 6, lines 16-17); and

an animation correspondence table, which stores correspondences between entries in the grammar rule database and entries in the animation database (see Fig.

11, graphic resources are linked to the lesson data files, furthermore, in Fig. 10, the

textual lesson data is displayed with the corresponding graphic file, see column 5, line

63 to column 6, line 8);

Guinan further discloses that verb tenses are related to time (each verb's

conjugation is based on the time, e.g. past, present, future, etc., column 6, lines 9-19;

and displaying different animations corresponding to the different times/tenses aids the

user in learning verb tenses, column 5, line 63 to column 6, line 1).

Guinan does not disclose:

a time unit for storing correspondences between verb tense data in the language

knowledge database and time; and

a processing unit, which receives a time-related command from a user and,

according to the processing result from the time unit, reads and plays the corresponding

verb data and multimedia data.

Ligozat et al. disclose a system for teaching verb tenses utilizing the notion of

relating tenses to time (page 477, section 3, 3rd paragraph), comprising:

a time unit for storing correspondences between verb tense data in the language

knowledge database and time (set of elements for translating time related icons into

tense, page 478, section 5, 1st paragraph); and

a processing unit, which receives a time-related command from a user and,

according to the processing result from the time unit, reads and plays the corresponding

verb data (the user manipulates the representation of time to represent the temporal

structure of a given situation, and the corresponding verb tense is generated, page 479, section 5.2).

It would have been obvious to one of ordinary skill in the art at the time of invention to modify Guinan to allow the user to input a time-related command and generate the corresponding verb multimedia data to teach verb tenses, because students generally have difficultly learning tenses, especially when learning a new language for which there is no equivalent tense in their native language, and visualizing time as it relates to tense allows the user to associate tenses with concrete actions, as taught by Ligozat et al. (page 478, section 4.1, 1st paragraph and page 481, section 7). Furthermore, modifying Guinan to read and play verb data corresponding to a time-related command from a user would necessarily also cause Guinan to read and play multimedia data, since the verb data in Guinan is related to multimedia data and verb data is played with multimedia data (as in Fig. 10, see column 5, line 63 to column 6, line 8).

Neither Guinan nor Ligozat et al. disclose a tense rule description database, which stores description data corresponding to the tense data.

Hemphill et al. disclose a system for teaching tenses that includes a tense rule description database, which stores description data corresponding to the tense data (Fig. 3, grammar lexicon 31 includes verb tense rules, column 5, lines 16-25).

It would have been obvious to one of ordinary skill in the art at the time of invention to further modify the combination of Guinan and Ligozat to include a tense rule description database, so that a student could be given the reasoning behind why an

answer they supplied was incorrect (i.e. the tense rule description), as taught by

Hemphill et al. (column 8, lines 22-33).

In regard to claim 3, Guinan discloses the tense animation data include simple

present tense data (Fig. 10, 56, column 6, lines 14-16), simple future tense data (58,

column 6, lines 17-18), future progressive tense data (future continuous 60, column 6, ·

lines 23-26), present progressive tense data (present continuous 60, column 6, lines 23-

26), present perfect tense data (59 present perfect, column 6, lines 20-23), and simple

past tense data (57, column 6, lines 16-17).

In regard to claim 4, while Guinan does not disclose tense rule description data

and Hemphill et al. do not disclose specifically which tenses are described in the tense

rules, modifying Guinan and Ligozat et al. to include tense rule descriptions would

necessarily include simple present tense description data, simple future tense

description data, future progressive tense description data, present progressive tense

description data, present perfect tense description data, and simple past tense

description data, since Guinan discloses these are among the available tenses for verb

tense teaching (in Fig. 10, 56, column 6, lines 14-16; 58, column 6, lines 17-18; future

continuous 60, column 6, lines 23-26; present continuous 60, column 6, lines 23-26; 59

present perfect, column 6, lines 20-23; and 57, column 6, lines 16-17, respectively.

In regard to claim 5, neither Guinan nor Ligozat et al. disclose the tense data are grammar example sentences corresponding to all tenses.

Hemphill et al. disclose giving the student example sentences for all tenses (grammar lexicon 31 includes a lexicon for generating sentences according to verb tense rules, column 5, lines 16-25; each lesson includes an example sentence to teach the corresponding rule, see Figs. 4a-4c and column 6, lines 1-3).

It would have been obvious to one of ordinary skill in the art at the time of invention to further modify the combination of Guinan and Ligozat et al. to include grammar example sentences corresponding to all tenses, so that the user could understand the correct usage of a given verb tense as used in a real sentence.

In regard to claim 6, Guinan disclose the codes stored in the animation code list (the names of the graphic files) are used for the animation correspondence table to establish correspondences (the graphic resources are stored as standard variables to be called by the executable, executables use the file name to access the graphic data contained in the file, column 6, lines 52-67).

1.   Claims 10 and 16 are rejected under 35 U.S.C. 103(a) as being unpatentable over Guinan, in view of Ligozat et al., and further in view of Applicant's admitted prior art (see Response to Arguments section, above).

In regard to claim 10, neither Guinan nor Ligozat et al. disclose the user connects to the system via the Internet.

Applicant's admitted prior art discloses it is notoriously well known in the art to connect to programs via the Internet, so that user's can access the program from any location in the world.

It would have been obvious to one of ordinary skill in the art at the time of invention to further modify the combination of Guinan and Ligozat et al. to allow a user to connect via the Internet, so a user could access the program from anywhere in the world.

In regard to claim 16, Guinan disclose a multi-media verb tense teaching method applied in a computer executable hardware platform, which comprises the steps off:

reading multimedia related to verb tenses (from resource files 66, column 6, lines 52-59); and

playing the multimedia data (tense is represented through icons and voice output, column 5, lines 48-53 and column 5, line 63 to column 6, line 25).

Guinan further discloses that verb tenses are related to time (each verb's conjugation is based on the time, e.g. past, present, future, etc., column 6, lines 9-19; and displaying different animations corresponding to the different times/tenses aids the user in learning verb tenses, column 5, line 63 to column 6, line 1).

Guinan does not disclose accepting time related commands to retrieve tense multimedia data corresponding to the time command input from a user.

Ligozat et al. disclose a system for teaching verb tenses utilizing the notion of relating tenses to time (page 477, section 3, 3rd paragraph), comprising:

establishing relations between verb tense-related data and a time unit

(translations of time representational icons to tense related data, page 478, section 5,

1st paragraph);

receiving a command input from a user (user positions icon on time axis relative

to the point of speech, page 479, section 5.2, 1st paragraph);

determining time corresponding to the command (generate corresponding tense,

page 479, section 5.2, 2nd paragraph); and

playing the verb tense data (the tense that is generated is displayed for the user,

see Fig. 8).

It would have been obvious to one of ordinary skill in the art at the time of

invention to modify Guinan to establish relations between verb-tense related multimedia

data and a time unit in order to allow the user to input a time-related command and

generate the corresponding verb multimedia data to teach verb tenses, because

students generally have difficultly learning tenses, especially when learning a new

language for which there is no equivalent tense in their native language, and visualizing

time as it relates to tense allows the user to associate tenses with concrete actions, as

taught by Ligozat et al. (page 478, section 4.1, 1st paragraph and page 481, section 7).

Furthermore, modifying Guinan to read and play verb data corresponding to a time-

related command from a user would necessarily also cause Guinan to read and play

multimedia data, since the verb data in Guinan is related to multimedia data and verb

data is played with multimedia data (as in Fig. 10, see column 5, line 63 to column 6,

line 8).

Neither Guinan nor Ligozat et al. disclose the user connects to the system via the Internet.

Applicant's admitted prior art discloses it is notoriously well known in the art to connect to programs via the Internet, so that user's can access the program from any location in the world.

It would have been obvious to one of ordinary skill in the art at the time of invention to further modify the combination of Guinan and Ligozat et al. to allow a user to connect via the Internet, so a user could access the program from anywhere in the world.

Conclusion

2.   **THIS ACTION IS MADE FINAL.** Applicant is reminded of the extension of time policy as set forth in 37 CFR 1.136(a).

A shortened statutory period for reply to this final action is set to expire THREE MONTHS from the mailing date of this action. In the event a first reply is filed within TWO MONTHS of the mailing date of this final action and the advisory action is not mailed until after the end of the THREE-MONTH shortened statutory period, then the shortened statutory period will expire on the date the advisory action is mailed, and any extension fee pursuant to 37 CFR 1.136(a) will be calculated from the mailing date of the advisory action. In no event, however, will the statutory period for reply expire later than SIX MONTHS from the mailing date of this final action.

3.   Any inquiry concerning this communication or earlier communications from the examiner should be directed to Brian L. Albertalli whose telephone number is (571) 272-7616. The examiner can normally be reached on Mon - Fri, 8:00 AM - 5:30 PM, every second Fri off.

If attempts to reach the examiner by telephone are unsuccessful, the examiner's supervisor, David Hudspeth can be reached on (571) 272-7843. The fax phone number for the organization where this application or proceeding is assigned is 571-273-8300.

Information regarding the status of an application may be obtained from the Patent Application Information Retrieval (PAIR) system. Status information for published applications may be obtained from either Private PAIR or Public PAIR. Status information for unpublished applications is available through Private PAIR only. For more information about the PAIR system, see http://pair-direct.uspto.gov. Should you have questions on access to the Private PAIR system, contact the Electronic Business Center (EBC) at 866-217-9197 (toll-free).

BLA 4/25/06

DAVID HUDSPETH
SUPERVISORY PATENT EXAMINER
TECHNOLOGY CENTER 2600